

John E Ewing Middle

171 East Junior High Road
Gaffney, S.C. 29340

Grades	6-8 Middle School	
Enrollment	537 Students	
Principal	Amanda L. Burnette	864-489-3176
Superintendent	Dr. William B. James	864-902-3500
Board Chair	Mrs. Sandra B. Greene	864-902-3542

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	3	18	25	2

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 13 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Unsatisfactory	N/A
2003	Average	Below Average	No
2004	Average	Below Average	No
2005	Below Average	Unsatisfactory	No

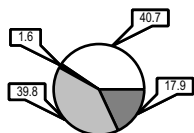
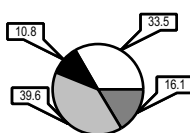
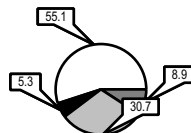
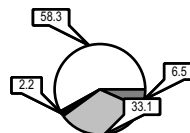
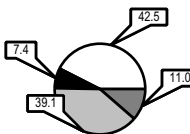
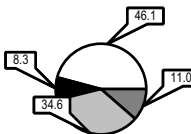
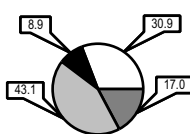
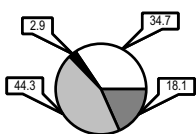
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	527	100.0	40.7	39.8	17.9	1.6	31.9	Yes	Yes
Gender									
Male	262	100.0	45.4	37.3	16.5	0.8	30.1		
Female	265	100.0	36.3	42.1	19.3	2.3	33.6		
Racial/Ethnic Group									
White	351	100.0	28.8	45.9	23.0	2.3	40.4	Yes	Yes
African American	163	100.0	66.2	26.6	7.1	0.0	13.6	No	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	11	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	489	100.0	38.5	40.6	19.2	1.7	34.2		
Disabled	38	100.0	71.4	28.6	0.0	0.0	0.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	527	100.0	40.7	39.8	17.9	1.6	31.9		
English Proficiency									
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	519	100.0	40.2	40.0	18.1	1.6	32.1		
Socio-Economic Status									
Subsidized meals	327	100.0	52.9	36.2	10.6	0.3	21.2	No	Yes
Full-pay meals	200	100.0	21.4	45.4	29.6	3.6	49.0		

Mathematics – State Performance Objective = 36.7%									
All Students	527	100.0	33.5	39.6	16.1	10.8	37.6	Yes	Yes
Gender									
Male	262	100.0	34.1	37.8	15.7	12.4	36.9		
Female	265	100.0	32.8	41.3	16.6	9.3	38.2		
Racial/Ethnic Group									
White	351	100.0	25.3	41.9	19.5	13.4	45.9	Yes	Yes
African American	163	100.0	52.6	32.5	9.7	5.2	18.8	No	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	11	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	489	100.0	30.9	40.6	16.9	11.6	39.7		
Disabled	38	100.0	68.6	25.7	5.7	0.0	8.6	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	527	100.0	33.5	39.6	16.1	10.8	37.6		
English Proficiency									
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	519	100.0	33.7	39.0	16.3	11.0	37.6		
Socio-Economic Status									
Subsidized meals	327	100.0	41.7	39.4	13.5	5.4	28.8	No	Yes
Full-pay meals	200	100.0	20.4	39.8	20.4	19.4	51.5		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	527	100.0	55.1	30.7	8.9	5.3	14.2
Gender							
Male	262	100.0	54.2	30.1	8.8	6.8	15.7
Female	265	100.0	56.0	31.3	8.9	3.9	12.7
Racial/Ethnic Group							
White	351	100.0	44.2	37.2	11.0	7.6	18.6
African American	163	100.0	79.9	15.6	3.9	0.6	4.5
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	11	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	489	100.0	52.9	32.1	9.3	5.7	15.0
Disabled	38	100.0	85.7	11.4	2.9	0.0	2.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	527	100.0	55.1	30.7	8.9	5.3	14.2
English Proficiency							
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	519	100.0	55.0	30.7	9.0	5.4	14.3
Socio-Economic Status							
Subsidized meals	327	100.0	66.0	26.3	5.8	1.9	7.7
Full-pay meals	200	100.0	37.8	37.8	13.8	10.7	24.5

Social Studies							
All Students	527	100.0	58.3	33.1	6.5	2.2	8.7
Gender							
Male	262	100.0	57.8	32.9	5.6	3.6	9.2
Female	265	100.0	58.7	33.2	7.3	0.8	8.1
Racial/Ethnic Group							
White	351	100.0	48.8	40.1	7.8	3.2	11.0
African American	163	100.0	78.6	18.8	2.6	0.0	2.6
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	11	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	489	100.0	56.2	34.5	7.0	2.3	9.3
Disabled	38	100.0	85.7	14.3	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	527	100.0	58.3	33.1	6.5	2.2	8.7
English Proficiency							
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	519	100.0	58.0	33.3	6.6	2.2	8.8
Socio-Economic Status							
Subsidized meals	327	100.0	69.9	26.3	3.8	0.0	3.8
Full-pay meals	200	100.0	39.8	43.9	10.7	5.6	16.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	195	100.0	39.8	34.0	23.0	3.1	26.2
	7	170	100.0	31.9	50.6	15.1	2.4	17.5
	8	160	100.0	39.9	39.9	19.6	0.7	20.3
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	167	100.0	47.8	31.1	18.6	2.5	21.1
	7	188	100.0	37.2	44.4	17.2	1.1	18.3
	8	172	100.0	38.0	42.8	18.1	1.2	19.3
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	195	100.0	31.4	34.0	22.5	12.0	34.6
	7	170	100.0	33.1	39.8	19.3	7.8	27.1
	8	160	100.0	43.8	33.3	17.6	5.2	22.9
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	167	100.0	28.0	40.4	18.6	13.0	31.7
	7	188	100.0	31.1	40.6	13.9	14.4	28.3
	8	172	100.0	41.0	38.0	16.3	4.8	21.1
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	167	100.0	57.8	23.6	9.9	8.7	18.6
	7	188	100.0	51.1	35.6	8.3	5.0	13.3
	8	172	100.0	56.6	32.5	8.4	2.4	10.8
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	167	100.0	65.8	25.5	6.2	2.5	8.7
	7	188	100.0	52.8	39.4	5.6	2.2	7.8
	8	172	100.0	56.6	33.7	7.8	1.8	9.6

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 537)				
Students enrolled in high school credit courses (grades 7 & 8)	40.0%	Down from 41.8%	14.4%	15.5%
Retention rate	0.2%	No change	3.5%	3.0%
Attendance rate	95.3%	Up from 94.3%	95.8%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.5%	Down from 2.1%	4.8%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	1.1%	Down from 1.3%	5.0%	4.6%
Eligible for gifted and talented	21.6%	Up from 20.3%	16.0%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.0%	Down from 8.6%	15.7%	13.6%
Older than usual for grade	0.7%	Down from 1.2%	5.5%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.7%	Up from 0.0%	0.7%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 40)				
Teachers with advanced degrees	50.0%	Down from 54.1%	50.0%	51.8%
Continuing contract teachers	82.5%	Down from 83.8%	81.8%	78.1%
Highly qualified teachers	86.1%	Down from 92.0%	88.9%	89.6%
Teachers with emergency or provisional certificates	0.0%	No change	7.0%	6.0%
Teachers returning from previous year	90.6%	Up from 88.7%	84.1%	85.4%
Teacher attendance rate	95.4%	Up from 94.3%	94.7%	94.9%
Average teacher salary	\$40,327	Down 0.2%	\$40,164	\$41,328
Prof. development days/teacher	16.4 days	Up from 9.7 days	11.7 days	11.5 days
School				
Principal's years at school	1.0	Down from 3.0	3.0	3.0
Student-teacher ratio in core subjects	14.9 to 1	Up from 14.3 to 1	21.1 to 1	21.3 to 1
Prime instructional time	87.2%	Up from 86.5%	88.8%	89.3%
Dollars spent per pupil*	\$6,263	Up 10.2%	\$5,760	\$6,022
Percent of expenditures for teacher salaries*	62.5%	Up from 62.0%	62.4%	61.7%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 98.2%	95.6%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Up from Below Average	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	85.7%		89.4%	
Highly qualified teachers in high poverty schools	96.1%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

During the 2004-2005 school year, John E. Ewing Middle School worked diligently to achieve academic excellence. Consistent academic growth was the focal point for our school. Balanced literacy became an area of emphasis in English language arts. Consultants worked with faculty and staff to bolster ELA instruction. Our school created a literacy closet with books at various reading levels to increase student interest and improve reading skills. A math consultant assisted teachers with the use of calculators and problem solving.

Additional strategies in place which boost student achievement include after-school tutorial and home work centers as well as the ENCORE program. ENCORE uses structured lesson plans to improve reading skills. Data from the MAP, or Measures of Academic Progress, testing program provides educators with information they can use to improve teaching and learning.

The faculty and staff at Ewing Middle School are well qualified and experienced. Over half the faculty has more than eleven years experience and 20 teachers have earned degrees at the master's level or higher. Teachers work in teams to improve the middle school experience for our students. They meet daily to plan instruction, discuss student concerns, and contact parents. A new discipline plan, Rewards Plus, decreased office referrals by one-third. Rewards Plus emphasizes positive actions while increasing parental contacts for students with discipline concerns.

With the continued support of parents and community, a dedicated faculty and staff, and a supportive school district, John E. Ewing Middle School will continue to excel.

Amanda L. Burnette
Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	38	168	103
Percent satisfied with learning environment	94.6%	83.6%	87.0%
Percent satisfied with social and physical environment	86.5%	84.1%	71.3%
Percent satisfied with school-home relations	50.0%	87.2%	63.3%

*Only students at the highest middle school grade level at this school and their parents were included.